

UNIVERSITI TEKNOLOGI MARA

**COOPERATIVE GROUP LEARNING: THE USE OF
BRAINSTORMING TO PROMOTE SPEAKING SKILLS
AMONG FORM FOUR STUDENTS**

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Dissertation submitted in partial fulfillment of the requirements
for the degree of
Master of Education
(TESL)

Faculty of Education

FEBRUARY 2015

DEDICATION

This thesis is exclusively dedicated to my loving parents, whose words of encouragement have greatly inspired me to further my studies to this level of education, who had taught me the best kind of advice that learning is a lifelong process!

ACKNOWLEDGEMENT

I praise God the Almighty for giving me the courage; the wisdom and patience which had strengthen my spirits in the completion of this research project. It is with great pleasure that I take this opportunity to express my special gratitude to those who have made the completion of this thesis possible. There are three groups of people in particular that I would like to thank, each of whom has made their own unique contribution.

First and foremost, I would like to start by expressing my special thanks to my thesis supervisor Dr. Norseha Unin. Her earnest support, advice, insightful criticisms, and patient encouragement have greatly aided in the writing of this thesis in innumerable ways. The meticulousness with which she has approached each part of the writing I have produced has been fundamental in developing my skills as a writer and researcher which I deeply appreciated.

I am also indebted to the students and teachers of an urban secondary school in Kuching who participated in my research. They were incredibly generous and committed in lending their time and without their cooperation, I would not have been able to gather such a rich collection of data. I would like to acknowledge and thank the school principal for allowing me to conduct my research and providing assistance as required. A special thanks also goes to the technical staff from the secondary school for helping to take video recordings of three English lessons.

Lastly, I would also like to express my appreciation to all those who had helped me in one way or another or indirectly by giving their moral support and encouragement throughout the writing process. They are none other than my own family members, colleagues, close friends and relatives.

ABSTRACT

The use of a variety of brainstorming activities has great potential to promote speaking skills in English as a Second Language (ESL) classroom. This exploratory research sets out to explore the types of brainstorming activities used to promote students' speaking skills and to find out how brainstorming activities in cooperative group learning can promote speaking skills. Students' and teachers' perspectives on the use of brainstorming in cooperative group learning are gathered to seek the opinions on how brainstorming helps to promote students' speaking skills. In this study, 321 Form Four students of an urban secondary school in Kuching were involved. The data were obtained through the analysis of students' questionnaire, interviews with three language teachers as well as the observations in classes during the cooperative group learning sessions. From the findings, it was found that the types of brainstorming activities most frequently used by English teachers to promote speaking skills are using word lists, word mapping and pictures. The study also indicated that both students and teachers have positive perceptions towards the use of brainstorming activities in cooperative group learning to promote speaking skills. The study concludes by providing some recommendations that this strategy has pedagogical implications that are relevant to students and teachers as it contributes to the increase in students' motivation, confidence and participation as shown from students' positive behaviour during classroom observations. Hence, findings from this study provide a new insight and knowledge in understanding how the use of brainstorming in cooperative group learning can promote speaking skills to reduce anxiety and reluctance of students speaking in the second language.

ABSTRAK

Penggunaan pelbagai aktiviti sumbang saran mempunyai potensi yang besar untuk menggalakkan kemahiran bercakap dalam kelas Bahasa Inggeris sebagai bahasa kedua (ESL). Kajian penerokaan menetapkan untuk meneroka jenis aktiviti sumbang saran digunakan untuk menggalakkan kemahiran berbahasa pelajar dan untuk mengetahui bagaimana aktiviti sumbang saran dalam kumpulan pembelajaran koperatif boleh meningkatkan kemahiran berbahasa. Pelajar dan guru perspektif mengenai penggunaan sumbang saran dalam kumpulan pembelajaran koperatif adalah berkumpul untuk mendapatkan pendapat tentang bagaimana percambahan fikiran membantu meningkatkan kemahiran berbahasa pelajar. Dalam kajian ini, 321 orang pelajar Tingkatan Empat sebuah sekolah menengah di bandar Kuching terlibat . Data yang diperolehi melalui analisis soal selidik pelajar, temu bual dengan tiga orang guru bahasa dan juga pemerhatian dalam kelas semasa sesi pembelajaran koperatif kumpulan. Dari hasil kajian, didapati bahawa jenis aktiviti sumbang saran yang paling kerap digunakan oleh guru bahasa Inggeris untuk menggalakkan kemahiran bercakap menggunakan senarai perkataan , pemetaan perkataan dan gambar. Kajian ini juga menunjukkan bahawa kedua-dua pelajar dan guru-guru mempunyai persepsi yang positif terhadap penggunaan aktiviti sumbang saran dalam kumpulan pembelajaran koperatif untuk menggalakkan kemahiran berbahasa . Kajian ini diakhiri dengan menyediakan beberapa cadangan bahawa strategi ini mempunyai implikasi pedagogi yang berkaitan dengan pelajar dan guru kerana ia menyumbang kepada peningkatan pelajar motivasi , keyakinan dan penyertaan seperti yang ditunjukkan daripada pelajar tingkah laku positif dalam pemerhatian bilik darjah. Oleh itu, dapatan kajian ini memberi wawasan yang baru dan pengetahuan dalam memahami bagaimana penggunaan sumbang saran dalam kumpulan pembelajaran koperatif boleh meningkatkan kemahiran berbahasa untuk mengurangkan kebimbangan dan keengganan pelajar bercakap dalam bahasa kedua .